

# Educational pathways from classroom and beyond: Exploring the learning experiences of nursing student

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**Abstract**

**Introduction:** This study examined how learning experiences influenced the academic performance of second-year nursing students. According to the findings of this study, the perspective frameworks offered by nursing learning experiences not only teach certain types of skills but also provide the information and support needed for wider practice. **Objective:** The aim of this study was to look at how various educational paths influence second-year nursing students. Furthermore, it explores phenomena pertaining to nursing students in order to determine how these things impact their experiences. **Methods:** an open-ended interview combined with a qualitative phenomenology research instrument, the researchers in this study used a purposive sample strategy to choose their sample. A total of 15 second-year nursing students from Quezon City's prestigious educational institution participated in the study. Researchers interviewed the second-year nursing students with a qualitative interview format. **Result:** In line with identification and study, practical experience seemed to be a significant part of these measurements. This study has far-reaching implications for education, including how skills are taught and how to integrate various learning experiences. Those involved in the study called attention to issues about being busy, time management, and the quality of the instruction equipment. Students brought up issues with adhering to a strict timetable and some issues with information overload regarding new technology, including better overhead projectors and instructional materials. **Conclusion:** This study showed how realizing these elements could assist nursing students by establishing a more rational timetable, providing more resources, and informing them in advance about where their clinical experience will be. It emphasizes the importance of how a positive learning environment is essential to a student's capacity to focus, understand the material right away, and store it in students memory.

## Keywords:

Challenges, Enhancement, Learning Experiences, Nursing Student



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## INTRODUCTION

Nursing students' learning experiences are diverse, with internships being the most common and impactful method, fostering growth through reflective thinking and multidimensional change (Leyva-Moral et al., 2023). Academic success correlates with learning preferences, with 55.4% of nursing students favoring the diverging style, which enhances creativity, holistic thinking, and patient interaction (Shirazi & Heidari, 2019). To support this, academic institutions must provide innovative environments that encourage effective strategies and deeper learning (Alsayed et al., 2021).

Understanding the factors that influence nursing students' learning is crucial before beginning clinical practice, as students often feel anxious about expectations, adapting to situations, and their future readiness (Gonzales-Garcia et al., 2020). Positive learning experiences significantly impact their adaptation to professional settings, career potential, and specialization, particularly in the first year after graduation (Kaihlainen et al., 2021). Challenges such as limited community learning opportunities during the pandemic and overcrowded classroom settings, which hinder focus and effective skill acquisition, further highlight the importance of supportive and well-structured learning environments.

This study explored the learning experiences of second-year nursing students in the Philippines, identifying key factors influencing their education. It found that clinical experience is essential for bridging theory and practice, while a positive learning environment improves focus and retention. Effective study techniques, self-directed learning, active participation, and time management were also highlighted as crucial for managing demanding schedules and excelling in assessments.

This study offers valuable insights into improving nursing education by enhancing clinical skills through diverse learning experiences. It highlights challenges in nursing education and suggests strategies to address them, benefiting both students and educators. The findings can help educators adopt effective teaching methods to improve comprehension and skill development among nursing students in the Philippines.

## METHOD

### 1. Research Design

This study used a qualitative phenomenology design with open-ended interviews to explore nursing

students' learning experiences. Phenomenology, ideal for understanding complex phenomena, focuses on participants' perceptions. The findings aim to inform student-centered nursing education programs to enhance skills and satisfaction, as noted by Balay-Odao et al. (2019).

### 2. Research Locale

The study was conducted at a prestigious nonsectarian university in Quezon City, Philippines, known for its excellence in medical education and nursing program. The university's large nursing student population and strong reputation as a top Private Higher Educational Institution (PHEI) made it an ideal choice for the study, ensuring diverse and non-repetitive data collection.

### 3. Key informant Selection

The study involved 15 second-year Bachelor of Science in Nursing students, selected through purposive sampling. Participants were required to have relevant learning experiences in classroom settings, teaching styles, and skills laboratories, and to consent to having their responses recorded. Exclusion criteria included students who were not in their second year, those unwilling to participate, or those without relevant learning experiences in the specified areas. Data collection continued until saturation was reached.

### 4. Instruments

The study employed a cross-sectional design with a standardized questionnaire containing ten open-ended questions. The questionnaire was validated by experts and tested for reliability through a pilot study. Data collection continued until saturation, ensuring no new information was being added. Follow-up questions were asked when responses were brief, and interviews were recorded. The researchers then summarized the results and thanked participants for their contributions.

### 5. Data collection process

Data collection for the study began in February 2024, with ethical approval and questionnaire validation completed by March. A pilot study was conducted in April, followed by interview approval from the College of Nursing Program Head. The main study commenced in May 2024 with 15 eligible participants. Interviews with ten open-ended questions were conducted in English, with participants using a mix of English and Filipino. The researchers base their conclusions on the initial findings of the interviews. Researchers used the Colaizzi method to enhance the validity of the findings. An informed consent form was created to ensure voluntary participation and protect participants' rights in accordance with the Data

Privacy Act. The form outlined the study's purpose, data usage, and participants' right to withdraw. Recorded data was securely stored on Google Drive and will be deleted after three years.

#### 6. Data Analysis

The researchers used interviews with pre-written questions to collect data, which was analyzed using the Colaizzi Method. This involved reviewing recordings, identifying key quotes, and interpreting significant statements to form themes. Themes were developed using Nvivo, and participants verified the accuracy of the findings. Multiple researchers were involved in the analysis process by verifying the findings that were gathered with the participants. Themes were refined by the expert and were checked by the researchers to verify the findings.

#### 7. Research Ethics

The study was conducted with strict ethical supervision, ensuring the protection of participants' identities and upholding their rights and dignity throughout the process. Participants were informed of their voluntary involvement, with the assurance that their responses would remain confidential. They were provided with all necessary information to make an informed decision about their participation, and informed consent was obtained. The study adhered to ethical principles such as autonomy, justice, beneficence, confidentiality, and non-maleficence. Participants had the right to withdraw at any time, and the researchers prioritized their safety and privacy, minimizing any potential risks. Confidentiality was strictly maintained, with data anonymized and stored securely. The study complied with the Data Privacy Act 2012, ensuring that sensitive information was protected. The principle of justice was upheld by ensuring fair treatment for all participants, and no emotional distress or unfair treatment was reported. Overall, the study was conducted with a focus on safeguarding participants' rights while contributing valuable insights to nursing education and healthcare

## RESULT

This chapter presented the study's results, focusing on the learning experiences and challenges faced by second-year nursing students in skills laboratories. The data from interviews were analyzed and organized into themes, with supporting studies offering insights into participants' perspectives. These themes highlighted phases of student engagement and provided strategies to address gaps, meet students' needs, and assess their progress in clinical skills development.

### 4.1 Colaizzi Representation

This study explored the learning experiences of second-year nursing students in both face-to-face and online classes. Using a qualitative phenomenological approach, researchers interviewed eleven participants from a nonsectarian university,

identifying five key themes related to their experiences and challenges.

### ***What are the Colaizzi representations that can be seen from the encounters of the second-year students?***

The study highlighted five key themes: the application of knowledge through curriculum and return demonstrations to enhance clinical skills; the importance of a conducive learning environment that fosters participation and retention through active listening and technology integration; effective study techniques and time management to cope with academic challenges; difficulties in balancing academic, personal commitments, and issues with resources and faculty relationships; and the role of assessment and feedback in helping students track progress and identify areas for improvement.

### **THEME 1: CLINICAL APPLICATION AND HANDS-ON EXPERIENCE**

The first theme highlighted how nursing students bridged theory and practice in clinical settings, as noted by Amoo et al. (2020). It emphasized the real-world application of their curriculum, strengthening their technical skills and clinical competence for both academic and professional healthcare environments.

**Table 1.** Sub-theme: real-world application

Sub-Theme: Real-World Application	R1:
	“Uhh.. there’s actually a lot of learning experience so far, Uhh... one of those is when i can apply it in clinical setting, when it comes to... we were there inside the hospital”
	R2:
	“For example even if what we have downstairs is only a mannequin we still need to talk to them and ask them permission every time.”
R3:	
“Yes, because for me uhm. Especially when we do return demonstration, i learned more, for example in ngt i have more knowledge that i can use in hospital duties and regarding the lectures, it’s also okay.. Because i have more knowledge know about diseases unlike before”	
R9:	
“Uhm..it’s like..in-in the clinicals...I mean in retdems It’s like you need to say everything and sort and follow everything what’s on the checklist so there’s a bit pressure but when in the clinicals it’s like you are knowledgeable enough because you already know what you are doing and it’s not pressuring uhh..in reality.”	

R14:  
 "My skills develop more and my experiences with clinical equipment also improve which makes it more hands-on."

Table 1. Sub-Theme: Real-World Application, emphasized the value of hands-on clinical experiences in bridging theory and practice. Participants noted that simulations and return demonstrations improved their clinical skills, boosted confidence, and enhanced their understanding of diseases, despite the pressure of checklists.

**Table 2.** Sub-theme: skills lab and return demonstrations

Sub-Theme: Real-World Application	R2: "So far, I'm doing good with the return demonstrations and I have applied my knowledge by using the tips that our instructors gave us and use them during the procedure." R3: "Uhm.. for me when uhm.. In skills laboratory, uhm.. It's ok because uhm.. We can apply more the knowle... example uhm.. We are given of what then i can study it properly and i can apply it when we are doing return demonstration" R6: "uhmm... so far as for the retdem it's okay because.. like.. like since it's only one time i really take notes what was being said by the... prof with us, it's like a repetition of what I do when I study a demonstration like that, then there are times when the prof lets us do those things.. uhmm procedures after ng didactics like practicing like that" R7: "uhm.. i think, i did well with my performance in my return demonstration despites the challenges that i have faced while studying for it because.. uhm.. the way of my studying in rle now.. i will wake up early.. before.. the days.. you will do retdem, that's the day you will only review like.. the night before that then before.. hmm-mm in the morning then then yes but it's okay.. that style worked for me.. learning what .. in retdem" R13: "My learning style is really repetitive..rereading and actively performing it, even practicing with friends who are willing to help in that way,my learning style improves because it helps me retain information better in my mind."
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Table 2. focused on participants' return demonstrations, highlighting their commitment to improving clinical skills through repetition, note-taking, and collaboration with peers. This aligns with Pozzi et al. (2023), who emphasized the value of collaborative learning in healthcare education.

**Table 3.** Sub-theme: practical skills and techniques

Sub-Theme: Practical Skills and Techniques	R3: "My learning experiences is that I learned a lot of diseases about children and im becoming uhm.. Comfortable in terms of, like im not being paranoid on what could, what could be that sickness, what could be the symptoms, what should i do, what medicine should be taken, i learned it more. That's how it is in 2nd year, since now it's more on types of sickness" R2: "It affects me by writing me more into the topics, So I can keep track with it also." R10: "...for me I see myself excelling more in skills than in theoretical because I found it easier when it comes to skills, for example, during our last CPR return demonstration, I kept on thinking about how to apply that knowledge and I even taught my cousin and my mom in case they encounter such situation,that's all." R13: "what I've learned here I've really applied there because that's mostly what we do there and how-how did I apply it to my knowledge um, in everyday-in my everyday routine like proper hygiene and also proper assessment of individual" R15: "So what I do to improve my skills since I haven't really seen much in real life yet, is I try to imitate it at home,for example I practice IV therapy on a stuffed toy like that..we have..like some apparatus and I use them on the stuffed toy to understand how to really do it."
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Table 3. focused on bridging the theory-practice gap in nursing education (Aljabery et al., 2021). Participants emphasized the value of applying theoretical knowledge in clinical settings, improving their skills and confidence. Some used note-taking to enhance retention, while others practiced clinical techniques in daily life to solidify their learning.

**THEME 2: LEARNING ENVIRONMENT**

The second theme focuses on the learning environment at the university, including the comfort, teaching methods, and faculty approach to creating a

positive space for nursing students. According to Umubyeyi et al. (2021), a collaborative framework enhances learning by fostering engagement and applying technology to help students retain and apply knowledge effectively.

**Table 4.** Sub-theme: classroom setting

Sub-Theme: Classroom Setting	R1: "Uhh.. I think it's a good thing that.. Uhh.. the classroom looks clean and you can relax and you can focus when we are in a classroom setting"
	R4: "Ahh.. it's okay, I'm just not very satisfied with the chair"
	R9: "Uh..in our room..it is okay..it is okay..I mean it is okay uhmm..because we didn't have to worry about the weather since we have aircon so we were more focused on learning and listening."
	R5: "Ahh.. its comfy, it's still cold sometimes it makes me sleepy because it's cold in the afternoon, and uhm.. clean, also clean and we are quiet as a class so, when someone makes a noise you can hear it right away, it's distracting right away and he's also neat."
	R11: "Uhm..in terms of the classroom is I can say it is very comfortable uhm..considering our hot weather so..we have aircon and electric fan that..that..uhm..which makes the classroom setting more comfortable so that students can focus better."

Table 4. highlighted the impact of classroom comfort, cleanliness, and noise on student focus and participation. Studies show that optimizing these factors improves academic performance. Some participants noted issues with seating and noise levels, suggesting a quieter and more comfortable environment would enhance learning.

Table 5. highlighted the impact of diverse teaching styles, including visual aids, auditory methods, real-life applications, and recorded lessons, in enhancing student learning. Ibe's (2019) study confirms that audio-visual tools boost academic performance.

Table 6. highlighted the importance of a comfortable learning environment. Most participants found it conducive to focus and study, while some reported issues like noise and overcrowding. Pradhan's (2024) study confirms that comfort reduces stress and enhances learning.

**Table 5.** Sub-theme: teaching style and methods

Sub-Theme: Teaching Style and Methods	R1: "Uhhh... when i can see that they are really willing to help, not just being able to discuss, read the ppt then that's it, the part is.. As in if i asked they can answer in a satisfaction way."
	R10: "Teaching style uhm more on..teaching style when they call on students for example like using index card even though it gets anxious like even if i'm not the one being called I'm very...I noticed that whether it's online or face to face reporting, I really got anxious so the teaching style that is very effective for me is the one when the professor calls the students especially when the professor is not uhmm..strict like so it helps you so yeah the teaching style that works for me is when the teacher calls on students and maybe also when they show videos."
	R2: "The learning style that would be best for me is the auditory one. Uhmm.. ahh.. Because when I'm listening to the instructor, I get to.. understand more the lec... the lesson that they're teaching."
	R7: "the teaching style, style that really works for me is when the prof is lecturing there's visual aids, i can understand the topics if theres picture showing on what is happening on the disorder or disease"
	R11: "Uhm..uhm.. I'm an audio visual learner so uhm..so presentations such as PPTs and uhm..videos help me a lot especially when there's a procedure we need to perform or a return demonstration to do."

**Table 6.** Sub-theme: environmental comfort

Sub-Theme: Environ	R7: "The classrooms are good, its wide enough to accommodate us since we're a lot in our section, it's only comfy and cold"
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mental Comfort	R6: "Ahh.. of course when uhmm.. it's comfortable uhmm.. setting like you can focus on class since like there's not much distraction because since its quiet and cold so it's comfortable and you can focus properly on your study"
	R8: "It's comfortable inside the room because it's cool but some of my classmates can be distracting when they suddenly make noise during class."
	R13: "Um,since the ambiance of our school is like um,it's quite okay and...I mean it looks good in the eyes so it encourages me to study really well like it's not chaotic or hot, you know."
	R14: "Uh-it helps me focus more especially not that it's hot inside the school there's an aircon so it helps me focus..during lecture"

**THEME 3: STUDY TECHNIQUES AND ADAPTATION**

The third theme revealed nursing students' challenges in adapting to their learning environment. Self-study emerged as a key strategy, aiding time management and stress coping. Tanimura et al. (2023) emphasize fostering intrinsic motivation and self-confidence to enhance educational practices.

**Table 7.** Sub-theme: study habits

Sub-Theme: Study Habits	R1: "Adapt.. Uhh how can I adapt? Listening and then I takedown notes, I adapt it in a way that when I ask... uhh when you are asking it means you understood but at some point, not quite, that why you are asking. So, in that way if I can ask, I adapt the learnings, which I will apply in answering exam, quizzes in that way"
	R9: "Uhm..if I have an exam I sleep early and wake up at 3am to study so...It is more effective because your brain is not tired....it is more fresh and the surroundings are quiet so you can study more."
	R4: "After discussion we really need to, study again since we have quiz, face to face quiz, so of course there's no, you know hahaha there's no cheating so we really need to study after discussion. so far, most of the topic being discussed is somehow I can absorb"

	R11: "Uh..so uhmm.. In the skills laboratory as well as in demonstrations..when professors are demonstrating...I also read..read other materials and watch videos on youtube."
	R12: "Uhm...yeah..in my first year I struggled a bit performing in the skills laboratory because uhm.. Since the teaching was brief and fast-paced,so I didn't quite understand how to apply certain techniques but now uh as time goes by I'm starting to apply them better because I've realized that I really need to spend time studying because it's our responsibility as a student so yeah."

Table 7. highlights the study habits of second-year nursing students in managing tasks and exams. Effective habits, such as note-taking, advanced studying, and practicing with peers or family, aid in academic success (Jafari et al., 2019; Morehead et al., 2019). Instructional videos also serve as supplementary learning tools to enhance understanding and preparation.

**Table 8.** Sub-theme: adaptation strategies

Sub-Theme: Adaptation Strategies	R1: "Adapt.. Uhh how can I adapt? Listening and then I takedown notes, I adapt it in a way that when I ask... uhh when you are asking it means you understood but at some point, not quite, that why you are asking. So, in that way if I can ask, I adapt the learnings, which I will apply in answering exam, quizzes in that way"
	R11: "So not all teaching style of the professors is uhmm..match my preferred way of teaching style so I have to adjust especially if the teaching style is uhmm..mostly written.. So.. uhmm I need to exert additional effort in my studies after the class discussion."
	R6: "uhm.. when it's like that there are prof who send their lectures, youtube videos that need to be watched since mine is auditory i add more source to my learning like sources where I get my learning for example when im studying I will listen to the lectures of the others like youtube"
	R10: "Uhm..ah..we are told to do advanced reading,study and sometimes I search on..youtube because I learned by watching videos so I watch them like

before or a day before the class so I can keep up with the teaching in the classroom.”

R15:

“So like how do I adapt,I guess what I do is ah,I observe first how the professor teaches and once I understand their teaching style, I try to apply that to how I study for example,if the professor always gives quizzes every meeting,I make sure..before going to school I make sure to read and review the lecture from last week then I read ah.. the topic for this day.”

Table 8. highlights second-year nursing students' adaptation strategies, including self-study, advanced study, videos, modules, and practice with peers or family. These approaches help manage challenges and maintain engagement. Cambridge et al. (2023) support debriefing sessions as effective for improving self-awareness and adapting to clinical scenarios.

**Table 9.** Sub-theme: self-directed learning

Sub-Theme: Self-directed Learning	R2: “I adapt by activate.. ac.. actively participating and lessoning the distruction around me.”
	R7: “what I’m doing is I self-study, once I got home or before the lecture.. so if ever that they doesn't explain much in class, at least I already know.. I have background.. I have background info about that topic”
	R11: “Uh..so uhmm.. In the skills laboratory as well as in demonstrations..when professors are demonstrating...I also read..read other materials and watch videos on youtube.”
	R8: “I’ve become more attentive during class so that if Olm called on for retic-recitation...I’m ready.”
	R10: “Uhm..ah..we are told to do advanced reading,study and sometimes I search on..youtube because I learned by watching videos”

Table 9. highlights self-directed learning, with students using resources like modules and videos to build independence and skills. Abdelkader (2021) emphasizes self-confidence as vital for successful nursing education. Students apply their knowledge practically and academically, improving performance.

**THEME 4: CHALLENGES AND BARRIERS**

The fourth theme addresses the challenges and barriers second-year nursing students face in their education. It emphasizes the importance of developing strategies to improve learning and academic success. Fatima et al. (2019) highlight the need to evaluate these barriers to enhance students' education and professional growth. The following sub-themes further explore these challenges.

**Table 10.** Sub-theme: schedule and time management

Sub-Theme: Schedule and Time Management	R5: “So, since its now face to face I understand more the lesson now and I can focus more on lectures compared when its online where there is a lot of distruction, command like that. Although there’s also downside when face to face because sometimes our schedule is every wednesday only then our schedule is 1 to 7, then the information is overload so our mind is drifting, like there is holiday upon us, we missed some lessons that’s why we are being left behind on that lecture, that’s all”
	R6: “uhm.. so far.. uhm.. Now in second year it's like what we study is more on complications and very like uhm... we are like really put in a uhmm.. like hospital setting if as a nurse because in first year its only like insight only so in second year it's like where you will feel that this is it.. as if there were duties like that”
	R9: “Uhm..in my schedule right now, for 6 hours long in one day,it's a little bit challenging for me,so I guess it is better if it's just 3 hours -3 hours only.”
	R11: “Uhh- so far I have had a satisfactory experience in my uhh 2 <sup>nd</sup> year.It’s not like all schools uhh or universities are perfect and there are improvements that need to be done but so far uhh professors are doing their utmost effort to teach us properly.”
	R7: “ the way of my studying in rle now.. I will wake up early.. before.. the days.. you will do retdems, that’s the day you will only review like.. the night before that then before.. hmm-mm in the morning then then yes but it's okay.. that style worked for me.. learning what.. in retdem”

Table 9. addresses the challenges of time management for nursing students. Effective time management is essential for academic success, with studies by Nayak, S. (2019) and Sallehuddin et al. (2019) showing its positive impact on performance and satisfaction, which is crucial for nursing students in high-pressure environments.

**Table 10.** Sub-theme: classroom resources and equipment

Sub-Theme : Classroom Resources and Equipment	R7: "uhm.. the one thing that i wish is i hope there's a projector or much bigger monitor so uhm.. because the uhm.. monitor there, the ones at the back cant properly see the ppt especially for us with blurry eyesight, its hard for us to uhm.. to read whatevers in the ppt that's why"
	R4: "I don't know hahaha or maybe the size of the chair is not that comfortable enough for me, i just don't know about others"
	R11: "so presentations such as PPTs and uhm..videos help me a lot especially when there's a procedure we need to perform"
	R14: "It's student centered and the classrooms are complete with TV and aircon to help the students focus better."
	R9: "Oh my God..is this confidential?..what..it is quite okay..it is okay, it's okay.. They attend class and give us PPTs to review."

Table 10. highlights the importance of classroom resources for effective learning, particularly in nursing education. According to Barrett et al. (2019), inadequate resources, like uncomfortable chairs, can hinder learning. The study emphasizes that a positive learning environment, with the use of visual aids such as PowerPoints and videos, improves student engagement and comprehension.

Table 11. highlights the importance of approachable instructors and quality teaching for student success. Ekstedt et al. (2019) emphasized that effective communication and collaboration between instructors and students improve the learning environment, with participants appreciating instructors who actively supervise return demonstrations.

**Table 11.** Sub-theme: instructor availability and teaching quality

Sub-Theme : Instructor Availability and Teaching Quality	R3: "Yes, because for me uhm. Specially when we do return demonstration, il learned more, for example in NGT I have more knowledge that I can use in hospital duties and regarding the lectures, it's also okay.. Because I have more knowledge know about diseases unlike before"
	R9: "Uhm..it's like..in-in the clinicals... I mean in retdems It's like you need to say everything and sort and follow everything what's on the checklist so there's a bit pressure but when in the clinicals it's like you are knowledgeable enough because you already know what you are doing and it's not pressuring uhh..in reality."
	R2: "For example, if the faculty explains every step and discusses the rationale of the important steps, I will be able to do it more effectively and correctly."
	R11: "Uhm.. so as I mentioned that if the professors are competent especially in their teaching styles,it doesn't matter what their teaching style is if they can explain things well and correct us during the didactics..uhmm.. We can perform well during the return demonstration."
	R4: "... i can appreciate the other clinical instructor that even on the day... my answer are long right, even on the day of return demonstration they still like recap like there's clinical instructor like that, that we face which is what we appreciate then if we do return demo, it's like being refresh"

**THEME 5: ASSESSMENT AND FEEDBACK**

The fifth theme explores assessment methods and feedback mechanisms for nursing students. Paterson et al. (2020) highlight the importance of feedback in the learning process, noting that effective assessment plays a crucial role in student development. The following sub-themes provide insights into how assessment and feedback impact their learning.

**Table 12.** Sub-theme: quizzes and exam

Sub-Theme: Quizzes and Exam	R4: “after discussion we really need to, study again since we have quiz, face to face quiz, so of course there’s no, you know hahaha there’s no cheating so we really need to study after discussion. so far, most of the topic being discussed is somehow I can absorb”
	R9: “Uhm..if I have an exam I sleep early and wake up at 3am to study so...It is more effective because your brain is not tired...it is more fresh and the surroundings are quiet so you can study more.”
	R1: “So, in that way if i can ask, i adapt the learnings, which i will apply in answering exam, quizzes in that way”
	R2: “Yes, because I can see the remarks of every quiz and every performance that I made, and so far, I passed most of them.”
	R15: “I observe first how the professor teaches and once I understand their teaching style, I try to apply that to how I study for example,if the professor always gives quizzes every meeting,I make sure..before going to school I make sure to read and review the lecture from last week”

Table 12. highlights the role of quizzes and exams in assessing student knowledge and understanding. Participants' responses align with Sartain and Wright's (2021) study, which found that quizzing improved unit and test scores. Oermann et al. (2024) also assert that test results reveal performance gaps, helping teachers adjust lessons for better learning outcomes.

Table 13. emphasizes the importance of instructor feedback in guiding students' learning. Immonen et al. highlight how reflective feedback helps students improve. Participants reported that feedback enhanced their performance in hospital settings by providing valuable guidance.

**Table 13.** Sub-Theme: Instructor Feedback

Sub-Theme: Instructor Feedback	R1: “Can you repeat? Hmm.. so far, I passed all my skills lab and that I applied it when.. What we did this past week, the duty at the hospital, uhh... preparing of medicine, the way to
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	approach the patient and doing rapport, according to that part”
	R2: “For example even if it’s only a mannequin we still need to talk to them and ask permission every time.”
	R9: :“Uhm..it’s like..in-in the clinicals...I mean in retedems It’s like you need to say everything and sort and follow everything what’s on the checklist so there’s a bit pressure but when in the clinicals it’s like you are knowledgeable enough because you already know what you are doing and it’s not pressuring uhh..in reality.”
	R3: “Yes, because for me uhm. Specially when we do return demonstration, i learned more, for example in ngt i have more knowledge that i can use in hospital duties and regarding the lectures, it’s also okay.. Because i have more knowledge know about diseases unlike before”
	R11: “because the professors have few corrections for me during the return demonstrations and I can apply their teachings during the didactics.”

**Table 14.** Sub-theme: performance evaluation

Sub-Theme: Performance Evaluation	R2: “So far, I’m doing good with the return demonstrations and I have applied my knowledge by using the tips that our instructors gave us and use them during the procedure.”
	R3: “Uhm.. for me when uhm.. In skills laboratory, uhm.. It’s ok because uhm.. We can apply more the knowle... example uhm.. We are given of what then i can study it properly and i can apply it when we are doing return demonstration”
	R6: “uhmm... so far as for the retedem it's okay because.. like.. like since it’s only one time i really take notes what was being said by the... prof with us, it’s like a repetition of what I do when I study a demonstration like that, then there are times when the prof lets us do those things.. uhmm procedures after didactics like practicing like that”

R7:  
 “uhm.. i think, i did well with my performance in my return demonstration despite the challenges that i have faced while studying for it because.. uhm.. the way of my studying in rle now.. i will wake up early.. before.. the days.. you will do retdems, that’s the day you will only review like.. the night before that then before.. hmm-mm in the morning then then yes but it’s okay.. that style worked for me.. learning what .. in retdem”

R13:  
 “My learning style is really repetitive.. rereading and actively performing it, even practicing with friends who are willing to help in that way, my learning style improves because it helps me retain information better in my mind.”

Table 14. emphasizes the importance of performance evaluations in assessing nursing students' clinical readiness. According to Perry et al. (2021), these evaluations help students apply knowledge effectively, boosting their confidence and preparing them for hospital settings.

It can be concluded that the results of this study show that out of 230 respondents, the majority have good knowledge (176.1) and a moderate attitude (180). However, the number of respondents with poor knowledge (5) and a good attitude (41.1) is relatively smaller. The chi-square test shows a p-value of 0.000, indicating a significant relationship between the knowledge and attitudes of nursing students towards premarital sex. Therefore, knowledge about reproductive health influences premarital sexual behavior. This indicates the importance of increasing knowledge about reproductive health to improve premarital sexual behavior. Reproductive health education and advocacy among students need to be enhanced to achieve the objectives of this study.

## DISCUSSION

In terms of age, the majority of respondents were in  
 This section discusses the study’s results gathered through interviews with the 2nd year nursing students.

The study explored second-year nursing students' experiences, focusing on five key themes: applying classroom knowledge in clinical settings, the impact of the learning environment, study techniques and adaptation strategies, challenges with time management and resources, and the importance of assessments and feedback in identifying strengths and weaknesses. These findings bridge the gap between theory and practice by offering insightful information on how to improve nursing education by

developing clinical skills via a variety of learning experiences. In order to equip students to handle the demands of healthcare environments, it emphasizes techniques that increase competence and self-assurance

### **Theme 1: clinical application and hands-on experience**

**Sub-theme: 1.1:** real-world application

**Sub-theme: 1.2:** skills lab and return demonstrations

**Sub-theme: 1.3:** practical skills and techniques

### **Theme 2: learning environment**

**Sub-theme: 2.1:** classroom setting

**Sub-theme: 2.2:** teaching style and methods

**Sub-theme: 2.3:** environment comfort

### **Theme 3: study techniques and adaptation**

**Sub-theme: 3.1:** study habits

**Sub-theme: 3.2:** adaptation strategies

**Sub-theme: 3.3:** self-directed learning

### **Theme 4: challenges and barriers**

**Sub-theme: 4.1:** schedule and time management

**Sub-theme: 4.2:** classroom resources and equipment

**Sub-theme: 4.3:** instructor availability and teaching quality

### **Theme 5: assessment and feedback**

**Sub-theme: 5.1:** quizzes and exams

**Sub-theme: 5.2:** instructor feedback

**Sub-theme: 5.3:** performance evaluation

Figure 1: Summary of Themes

## CONCLUSION

In conclusion, the researchers highlighted key findings from interviews with second-year nursing students, providing insights into their classroom experiences, teaching methods, and laboratory skills. The study emphasized the importance of hands-on clinical experience in bridging theory and practice, as well as the role of a positive learning environment in enhancing focus and retention. Effective study strategies, such as self-study and active participation, are crucial for success. Despite challenges with time management, heavy schedules, and resource limitations, students benefit from improved classroom equipment, better scheduling, and stronger instructor support. Additionally, assessments and feedback play a vital role in tracking progress and guiding students' development.

## Conflict of Interest

There are no conflicts of interest among the authors.

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